

CONNECTICUT



# Common School JOURNAL.

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No. 1.

EDITOR, HENRY BARNARD, Supt. of Common Schools.

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## PROSPECTUS.

THE publication of the *Connecticut Common School Journal* was commenced in August, 1838, under the general direction of the Board of Commissioners of Common Schools, and the editorship and pecuniary responsibility of the Secretary of that Board. It was discontinued in September, 1842, at the close of the fourth volume. The undersigned has assumed the labor and responsibility of commencing a new series of this Journal, as the most convenient mode of communicating with school officers, teachers and friends of educational improvement in different sections of the state, and as an important auxiliary in the discharge of his official duties. He pledges himself to conduct the Journal, should his health be spared, through this and the year following, to the close of Volume VI., on the terms and assurances set forth on the page.

The Journal will be the repository of all documents of a permanent value, relating to the history, condition and improvement of public schools, and other means of popular education in the state. It will contain the laws of the state, relating to schools, with such forms and explanations as may be necessary to secure uniformity and efficiency in their administration. It will contain suggestions and improved plans for the repairs, construction and internal arrange-

ment of school-houses. It will aim to form, encourage, and bring forward good teachers; and to enlist the active and intelligent co-operation of parents, with teachers and committees in the management and instruction of schools. It will give notice of all local and general meetings of associations relating to public schools, and publish any communications respecting their proceedings. It will give information of what is doing in other states and countries, with regard to popular education, and in every way help keep alive a spirit of efficient and prudent action in behalf of the physical, intellectual and moral improvement of the rising and all future generations in the State.

It remains to be seen, whether out of the *three or four thousand teachers* engaged in public and private schools,—the *seven or eight thousand officers* entrusted with the administration of the common school system—the *parents of the ninety-two thousand* children, a large majority of whom are dependent on the common schools for all the elementary instruction they will receive—in fine, out of all the professed friends of education, and of the Connecticut school system, a sufficient number can be found to defray the expenses of a Journal devoted exclusively to the promotion of these great interests.

HENRY BARNARD.

HARTFORD, September 15, 1851.

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VOLUME V. will consist of four numbers, to be issued in the months of September, October, November and December, with a title page, table of contents, and index, occupying at least one hundred and twenty-four pages. With these numbers will be sent the Fifth and Sixth Annual Reports of the Superintendent of Common Schools, and the "Practical Illustrations of the Principles of School Architecture," making with the four numbers, a volume of 600 pages. Price of volume, fifty cents.

VOLUME VI. will commence with a number to be issued in January, 1852, and regularly thereafter on the fifteenth of each month, until the volume is completed by the publication of twelve numbers. Each number will contain, on an average, thirty-two pages. It will be the aim of the Editor to give in this volume a complete view of the history and present condition of all the public educational institutions of the State. Terms: \$1.00 per year in advance.

## NORMAL SCHOOL AND INSTITUTE EXERCISES IN ELOCUTION,

COMPILED BY T. D. P. STONE.

NAMES of authors quoted have been omitted, the connexion of selections has been broken, and necessary alterations have been made, without notice excepting this general acknowledgment, for which, it is hoped, the obvious importance of brevity will be a sufficient apology.

"In respect to those principles of modulation, in which the power of the voice so essentially consists, we should always remember that, as no theory of the passions can teach one to be pathetic, so no description that can be given of the inflection, emphasis, and tones, which accompany emotion, can impart this emotion, or be a substitute for it. No adequate description indeed can be given of the nameless and ever varying shades of expression, which real pathos gives to the voice."

"The human voice is an instrument, far too vast in its scope—too wonderful in its power, to be subjected strictly to any arbitrary code. It is the *feeling*—the *spirit*, that must speak. It is the *SOUL vibrating through the voice*, that makes the speaker or reader."

Yet it is desirable to be able to govern the voice arbitrarily. To do this, patient drilling upon elements is indispensable.

After getting the command of the voice, the great point to be steadily kept in view is to apply the principles of emphasis and inflection, just as nature and sentiment demand.

Before any example or exercise is read to the teacher, it should be *studied* to learn meaning, object, emotion and the proper mode of expressing each.

### ARTICULATION.

*Defective articulation* arises from bad organs, or bad habits, or sounds of difficult utterance.

*Articulation consists essentially in the consonant sounds.*

These are *vocal* or *breathing* or *nasal*.

The consonant sounds are

Vocal	{	b	d	th	j	v	z	z	g	x	r	l
		blab, did, thine, joy, valve, azure, size, gig, example, rare, loll.										
		bedath,		jevazh,		zegags,		cela.				
Breath	{	p	t	th	ch	f	sh	s	k	c	h	
		pipe, tate, thin, church, fife, shake, cease, cake, exercise, hah.										
		petath,		chefash,		sekax,		haha.				
Nasal	{	y	m	n		ng						
		ye, maim, noon, sing,										
		yemnang.										

## EXERCISES FOR PRACTICE ON THE CONSONANTS.

Pay pad par pall peat pet, pile pit pore pod poor push, pus pie ape pope.  
 Tame tar, tall tap, teeth tent, tithe twit, titter tome, top too, tutor tut, tight  
 taught, tete-a-tete tart, tat cat, hot coat.  
 Thane thank thaw, theory thigh thin, thorn threw throw, thrust thirsty scath,  
 breath thrusteth north, youth.

James joy jay jar jam jack jade jeck kick kite cow come care cake caulker.

Each of these consonants should be spoken separately from the other letters in each word. Teachers can profitably select and place before pupils on suspended sheets of large paper, (drawn with crayon,) continued examples of each sound as above. Pupils will often delight in making such tables or lists themselves on their slates. A few promiscuous examples for practice are here presented to be read very rapidly, yet with perfect distinctness.

Mile mist, moan mop moon must, my maim mammal mummy.

Pleasure measure nature feature creature, pressure fissure leisure.

Babe barb bill bull, babler bubbling blamed, blameable bulbous.

Ray rat, raw wry, root, rust rural, round rich, rebel Roman, roll rot, rest, rhinoceros roaring, rearing rushest.

Peaceable palpable, perishable pitiable detestable abominable formidably commendably, agreeably sociably amiably honorably.

Lad lark, loll all mall, well weal, will wool, hull lowly, lily lullaby.

Glorious victorious notorious, arboreous vitreous material imperial, memorial.

See cease set slice, sister cistern cider soak, sod source sorcery sue, suds system.

Harm form burn, eternal fern dark, farm marl furl, hurl whirl her, formal borne.

Spasm, chasm witticism, fanaticism helm, whelm elm, overwhelm.

Nay nap gnarl knee net, nice nib note not new, noise now noun.

Gang sprung length strength sink conquer extinct banquet sunk ink, thinks thickest.

Head high hit, home hot horse hoot, hue hut why, who where wheat what, wherefore whirl whence.

Lowering scouring, boundary, poundage hourly cowl.

Invincible incredible, illegible, incontestible feasible, invincibly incredibly audibly contemptibly.

Blithe, baths beneath thither underneath bathes.

Jar, jeer gesture jilt jolt jostle gyve gypsy judgedst.

Shark shine show shrink, shrive shrivel, shrine sash.

Chine, chin churn chirp each switch scorch birchen satchel.

Any one who would practically understand this subject, should recollect that the distinction between human speech, and the inarticulate sounds of brutes, lies not in the vowels, but in the *consonants*; and that in a defective utterance of these, bad articulation primarily consists.

Articulation is often marred by the indistinctness of vowels. These are long or short.

## THE EIGHT LONG VOWELS.

<i>e</i>	<i>a</i>	<i>a</i>	<i>a</i>	<i>a</i>	<i>o</i>	<i>oo</i>	<i>u</i>
be,	bate,	bare,	bar,	ball,	bore,	boor,	burn.
meet,	may,	fair,	laugh,	thaw,	flow,	move,	germ.
heat,	wail,	prayer,	—	auk,	course,	true,	fir.
field,	break,	bear,	—	nor,	coarse,		
marine,	pray,	heir,					

## THE SEVEN SHORT VOWELS, CORRESPONDING WITH THE ABOVE.

<i>i</i>	<i>e</i>	<i>a</i>	<i>o</i>	<i>o</i>	<i>oo</i>	<i>u</i>
knit,	net,	nap,	not,	whole,	nook,	nun.
hymn,	stead,		was,	oak,	wolf,	done.
					pull.	

## THE FOUR VOWEL DIPHTHONGS.

i (or ue)	ai	au	u (or ioo)
wine,	oil,	round,	tube.
my,	boy,	clown,	flew.
height.			

## EXERCISES FOR PRACTICE ON VOWEL SOUNDS.

Tea feat plea, yield wield weep seen queen, beef weed sleet cheek repeat,  
shriek fiend wheel wheat, liege priest breeze speech speedy, weak weekly  
weakly.

Pave tape haze gaze, maid make fame, fate faith fade.

Parent pair spare care careless rarely.

Daunt gaunt, haunt jaunt taunt barb hark, garb harp dart, cart marl snarl,  
bath path, balm palm calf, half psalm farm.

Chalk halt, haw daw maw, jaw saw law raw draw, straw brawl drawl  
dawn lawn awn yawn daub fraud gauze, vault fault aught taught.

Horn scorn corn thorn cork, fork north torch.

Bone cone tone stone, hope hold note coach source sword sown soul sofa  
soda, shoulder soldier.

Boom moon rood true.

Fern, learn servant perfect discern, concern aspersion, disperse.

Smite right, wild ice, slice tide, glide chyle.

Boil coil foil, toil soil coy, toy joy joint hoist, moist joist voice, poise noise.

Owl cowl lower sour pound round scour dower tower town renown how cow  
now.

Cure lure tune dupe, fume feud, hew few dew pew mew, new due cue sue  
blue, duke.

The errors in the articulation of vowels which are most common arise chiefly  
from not observing the nature of the consonant which follows, making them  
too long or too short.

The word *and*, in the phrase 'air and exercise,' is not unfrequently pro-  
nounced in one of these three ways: 'air an' exercise,'—'air un exercise,'—  
'air 'n' exercise.'

The phrase 'of the' is also clipped of several letters, so as to be reduced, in  
some instances, to the bare sound of *th*.

'The heat o' the air,' &c.—'the heat o' th' air,' &c.—'the heat th' air.'

The preposition *to* is carelessly uttered as if with the sound of *o* in *done* or of  
*u* in *but*, instead of that of *o* in *move* shortened; thus, 'He went *tu* see the mon-  
ument.'

The following selections present various faults in articulation for practice  
and correction.

I (sawr.)

I have no (idear.)

He will sail for (Cubar.)

We were (speakin').

He had violated the (lawr.)

There were (sevr'al.)

They were (trav'llin.)

He seemed sunk in (melunch'ly.)

He was reduced almost (tu) despair.

His (p'litic'l) opinions were (lib'rul.)

There was a (radic'l) error.

Fair (fai') Greece, sad relic of departed (depa'ted) worth (wo'th.)

Immortal (immo'tal) though no more (mo'.)

Easing their steps over (ove') the burning (bu'ning) marl (ma'l.)

The vessel (vess'l) was built as a model (mod'l.)

We travelled (trav'lled) on a level (lev'l) road of gravel (grav'l.)

His musical (music'l) tone had a comical (comic'l) effect.

A specimen of the metal (met'l) was sent to the capital (capit'l.)

The faults acquired through early negligence, and confirmed into habit by  
subsequent practice, need rigorous and thorough measures of cure; and the  
pupil who is desirous of cultivating a classical accuracy of taste in the enun-

ciation of his native language, must be willing to go back to the careful study and practice of its elementary sounds, and discipline his organs upon these, in all their various combinations, till an accurate and easy articulation is perfectly acquired.

In aiming to acquire a distinct articulation, take care not to form one that is *measured* and *mechanical*.

In some parts of our country, there is a prevalent habit of sinking the sound of *e* or *i* in words where English usage preserves it, as in *rebel*, *chapel*, *Latin*,—spoken *reb'l*, *chap'l*, *Lat'n*. In other cases, where English usage suppresses the vowel, the same persons speak it with marked distinctness, or turn it into *u*; as *ev'n*, *op'n*, *heav'n*, pronounced *ev-un*, *op-un*, *heav-un*.

Let the close of sentences be spoken clearly; with sufficient strength, and on the proper pitch, to bring out the meaning completely. No part of a sentence is so important as the close, both in respect to sense and harmony.

Ascertain your own defects of articulation, by the aid of some friend, and then devote a short time steadily and daily, to correct them. Let the reader make a list of such words and combinations as he has found most difficult to his organs, and repeat them as a set exercise. If he has been accustomed to say *omnipotent*, *pop-e-lous*, *pr-mote*, *pr-vent*, let him learn to speak the unaccented vowels properly.

AUDIBILITY DEPENDS MORE ON DISTINCTNESS, THAN LOUDNESS OF VOICE.

EVERY WORD, EVERY SYLLABLE, EVERY LETTER, SHOULD BE THOROUGHLY PRO-  
NOUNCED, WITHOUT ANY SUPPRESSION OR CONFUSION.

The pronunciation of English words is not determined by any abstract principles, or universal rules. It is a matter of imitation. WE ARE TO COPY THOSE WHO ARE REGARDED AS GOOD SPEAKERS. SO FAR AS THEY AGREE, WE ARE TO PRO-  
NOUNCE AS THEY DO: THAT IS, SO FAR AS CUSTOM IS ESTABLISHED, WE ARE TO FOL-  
LOW CUSTOM.

### INFLECTIONS.

The slides of the voice are called inflections.

The slides, or inflections of the voice in speaking are four; namely, mono-  
tone, rising inflection, falling inflection, and circumflex.

The monotone is a sameness of sound on successive syllables, which resem-  
bles that produced by repeated strokes on a bell.

The rising inflection turns the voice upward, or ends higher than it begins.

The falling inflection turns the voice downwards, or ends lower than it  
begins.

The circumflex is a union of the two inflections, sometimes on one syllable,  
and sometimes on several, sometimes down and up, sometimes up, then down,  
as emotions demand. The observation and experience of individuals must  
form rules for its use.

Natural *inflections* are essential to good reading and speaking. In animated  
conversation the voice never continues long in monotony, but is almost inces-  
santly rising and falling. A selection has been made however of a few general  
and universally acknowledged

### RULES.

1. A question, that may be answered by yes or no, should end with the rising  
inflection; as, Are you well? No. If unwell, should you not take medicine?  
Yes.

Mother—I leave thy dwelling;

Oh! shall it be forever?

With grief my heart is swelling,

From thee—from thee to sever?

And dar'st thou then,

To beard the lion in his den,—

The Douglass in his hall?

And hop'st thou hence unscathed to go?

“And do you now put on your best attire?

And do you now cull out a holiday?

And do you now strew *flowers* in his way,

That comes in triumph over Pompey's blood?”

2. A question, that cannot be answered by yes or no, should end with the falling inflection; as, Where is he? Why do you laugh? Who dares to fly from yonder swords? What seek'st thou here? Wherefore make your promise vain?

3. Two questions or series of questions which are opposed to each other and require opposite answers, should close with opposite inflections; as, Was it day or night? 'Is it such a fast that I have chosen? a day for a man to afflict his soul? Is it to bow down his head like a bulrush and to spread sackcloth and ashes under him? Wilt thou call this a fast, and an acceptable day unto the Lord? Is not this the fast that I have chosen? to loose the bands of wickedness, to undo the heavy burdens, and to let the oppressed go free, and that ye break every yoke? Is it not to deal thy bread to the hungry, and that thou bring the poor that are cast out to thy house? when thou seest the naked, that thou cover him, and that thou hide not thyself from thine own flesh?'

4. Answers, reproofs, commands, and solemn or decided statements end with the falling inflection; as, Stand—Bayard! To arms! War! War! Haste! Pass the seas. Fly hence! Begone!

Then take defiance, death, and mortal war,  
Haste!—to his ear the glad report convey.  
Stretch to the race!—Away!—Away!  
Let what I will be fate.

I loathe ye in my bosom,  
I scorn ye with mine eye;  
And I'll taunt ye with my latest breath,  
And fight ye till I die!  
I ne'er will ask ye quarter,  
And I ne'er will be your slave;  
But I'll swim the sea of slaughter,  
Till I sink beneath its wave.

I am the Rider of the wind,  
The Stirrer of the storm!  
The hurricane I left behind  
Is yet with lightning warm:—  
To speed to thee, o'er shore and sea,  
I swept upon the blast.

5. The *pause of suspension*, denoting that the sense is unfinished, requires the rising inflection; as,

"If some of the branches be broken off, and thou, being a wild olive-tree, wert grafted in among them, and with them partakest of the root and fatness of the olive-tree; boast not against the branches." "As face answereth to face in water, so the heart of man to man."

"His father dying, and no heir being left except himself, he succeeded to the estate." "The question having been fully discussed, and all objections completely refuted, the decision was unanimous."

"To smile on those whom we should censure, and to countenance those who are guilty of bad actions, is to be guilty ourselves." "To be pure in heart, to be pious and benevolent, constitutes human happiness."

The various inflections, though essentially the same, are far less apparent in well-bred adults, than in many children, and other persons of low breeding. Among the latter, we frequently observe a disagreeable whine or tone, which consists in too great a protraction of the slides, either in the time or in the extent of the transitions, in which they are made, and generally in both.

Wo unto you, Pharisees! Wo unto you, lawyers! But God said unto him, thou fool!—this night thy soul shall be required of thee. But Jesus said, Why tempt ye me, ye hypocrites? Paul said to Elymas, O fall of all subtlety, and all mischief! Thou child of the Devil,—thou enemy of all righteousness!

Hence!—home, you idle creatures, get you home,  
You blocks, you stones! You worse than senseless things!

He went complaining all the morrow,  
 That he was cold and very chill;  
 His face was gloom, his heart was sorrow,  
 Alas that day for Harry Gill!  
 And Harry's flesh it fell away,  
 And all who see him say 'tis plain,  
 That live as long as live he may,  
 He never will be warm again.  
 Go, count your chosen where they fell,  
 Beneath my leaden rain!  
 I scorn your proffered treaty;—  
 The pale-face I defy:  
 Revenge is stamped upon my spear,  
 And 'blood!' my battle-cry.  
 "On! On!"—was still his stern exclaim,  
 "Confront the battery's jaws of flame!  
 Rush on the level gun!  
 My steel-clad Cuirassiers!—*advance!*  
 Each Hulan, *forward!*—with his lance!  
 My *Guard!*—my chosen,—charge for *France,*  
*France and Napoleon.*"

6. The nominative or subject of a proposition, and the objective case or object, when made *emphatic*, require the circumflex; as 'Gold is a precious metal.' Man is God's creature. Fools hate instruction. Boys love play. Hunters need dogs.

It was discovered that the medicine was nothing but ink, which had been taken from the phial by mistake, and his friend exclaimed, "Good heavens, Matthews, I have given you ink!"

Never—never mind my boy—never mind," said Matthews, faintly, "I'll swallow a bit of blotting paper."

I've scared ye in the city,  
 I've scalped ye on the plain;  
 Ye've trailed me through the forest,  
 Ye've tracked me o'er the stream;  
 And struggling through the everglade,  
 Your bristling bayonets gleam.

No man is perfect. None are without sin. Nothing is gained by fraud. Riches are not the chief good. Charity never faileth.

To die, they say, is noble—as a soldier,  
 But with such guides, to point th' unerring road,  
 Such able guides, such arms and discipline  
 As I have had, my soul would sorely feel  
 The dreadful pang which keen reflections give,  
 Should she in death's dark porch, while life was ebbing,  
 Receive the judgment, and this vile reproach:—

7. Where two things are compared, without reference to any other comparison or to the absolute merit of either, they have each the circumflex, and the comparative word a simple emphatic fall; as, 'Gold is heavier than silver.' Virtue is *better* than beauty. Virtue is *superior* to beauty. Virtue is *preferable* to beauty. Virtue is to be ranked *above* beauty. Virtue *excels* beauty. Beauty is not so *valuable* as virtue. Beauty is not to be *compared* with virtue.'

I that deny'd thee *gold*, will give my *heart*.

Study, not so much to show knowledge as to *acquire* it.

He that cannot *bear* a jest, should not *make* one.

It is not so easy to *hide* one's faults, as to *mend* them.

We think less of the injuries we *do*, than of those we *suffer*.

It is not so difficult to *talk* well, as to *live* well.

At thirty, man suspects himself a fool;  
Knows it at forty, and reforms his plan;  
At fifty, chides his infamous delay;  
Pushes his prudent purpose to resolve,  
In all the magnanimity of thought,  
Resolves, and re-resolves; then dies the same.

8. Irony, satire, and sportive remarks and amusing narration demand the circumflex, or the emphatic parts of the sentence; as,  
‘When beggars die, there are no comets seen :

DEAR COUSIN—Herewith you will receive a present of a pair of woolen stockings; knit by my own hands; and be assured, dear coz, that my friendship for you is as warm as the material, active as the finger-work, and generous as the donation.

A young lady recently from one of those institutions where the ‘solid branches’ are taught, and exact accuracy inculcated as one of the cardinal virtues, while looking upon a sea scene by moonlight, exclaimed, ‘What a magnificent waterscape.’

An hour’s walk brought me to a farm-house, where stopping, and stating my wants, a general search commenced for something to supply the place of the lost boot, which resulted in placing at my disposal an old shoe. I am somewhat of an antiquarian, but this time I was at fault; I gazed with wonder on this relic of antiquity, wholly unable to ascertain to what age it belonged, and even now, it is a question whether it is not of antediluvian origin,

9. Devotional language, prayer, solemn, sad delineation—and stern decision and firmness of emotion, require the monotone.

She prayed, her withered hand uprearing,  
While Harry held her by the arm—  
“God! who art never out of hearing,  
O may he never more be warm!”

————— Heaven and earth will witness,  
IF—ROME—MUST—FALL,—that we are innocent.

Again;

Could we but climb where Moses stood,  
And view the landscape o’er,  
Not Jordan’s stream, nor DEATH’S—COLD—FLOOD,  
Should fright us from the shore,

Thou only God! There is no God beside!  
Being above all beings! Mighty One!  
Whom none can comprehend, and none explore;  
Who fill’st existence with *Thyself* alone:  
Embracing all,—supporting,—ruling o’er,—  
Being whom we call God,—and know no more!

He bowed the heavens also and came down; a darkness was under his feet.—And he rode upon a cherub and did fly: yea, he did fly upon the wings of the wind.—He made darkness his secret place; his pavilion round about him were dark waters, and thick clouds of the skies.—At the brightness that was before him, his thick clouds passed, hailstones and coals of fire.—The LORD also thundered in the heavens, and the Highest gave his voice; hailstones and coals of fire.

’Tis listening Fear and dumb Amazement all:  
When to the startled eye, the sudden glance  
Appears far south, eruptive through the cloud:  
And following slower, in explosion fast.

## EMPHASIS

MEANS A PECULIAR ENERGY OR FORCE IN THE PRONUNCIATION OF CERTAIN SENTENCES OR WORDS, WHEREBY THEY ARE DISTINGUISHED FROM OTHERS. *It is a distinctive utterance of words, which are especially significant, with such a degree and kind of stress, as conveys their meaning in the best manner.* THE DESIGN OF EMPHASIS IS TO SECURE THE ATTENTION OF THE HEARER, TO THOSE THINGS, WHICH AT THE MOMENT ARE UPPERMOST IN THE MIND OF THE SPEAKER, AND WHICH MIGHT OTHERWISE BE DISREGARDED, OR IMPERFECTLY UNDERSTOOD.

WHERE THERE IS NO ANTITHESIS, IT IS UNMEANING AND IMPROPER TO LAY ANY EMPHASIS ON SUCH A WORD, AS THING, AFFAIR, CREATURE, PERSON, OR MAN.

Every word, which could not in any degree be anticipated by the hearers, nor, if unheard, be supplied by them, requires an emphasis; as

'There was a man in the land of *Uz*, whose name was *Job*.' 'Follow *peace* with all men.'

When in the same sentence, and in the same connexion, a word is repeated, it should be emphatical at first, and the emphasis should increase with each repetition; as

'*Verily, VERILY*, I say unto you.' '*I*, even *I* am he, that blotteth out your transgressions.' '*Pause*; *PAUSE*; for HEAVEN'S sake *PAUSE*.' '*Never, NEVER, NEVER*, will I *desert* thee.'

In a succession of sentences, or members of a sentence, those words, by which one is chiefly distinguished from another, should be emphatical; as

'Malcomb. *Dispute* it like a *man*.'

'Macduff. *I shall* do so;

'But I must also *feel* it as a *man*.'

'*From everlasting* to everlasting, thou art *God*.' '*Of him, and through him, and to him* are all things.' 'Thou shalt *not kill*. Thou shalt *not steal*. Thou shalt *not covet* thy neighbor's *wife*; nor his *manservant*, nor his *maidervant*, nor his *ox*, nor his *ass*, nor *anything*, that is thy neighbor's.'

'*Wisdom* is better than *weapons of war*.' 'Wo unto them, that put *good* for *evil*, and *evil* for *good*.' 'They went out *from* us, but they are not *of* us.' 'The fluent man has always a word to express any thought, he may wish to express; the eloquent man as readily applies the word.' 'You *meant* to do me harm.'

Sentences, in which there is great energy or force, vehemence or sublimity of thought, require an emphatical utterance.

'*I like this rocking* of the *battlements*.'

*Rage on, ye winds; burst, clouds, and waters roar!*

You bear a *just resemblance*, of my *fortune*,

And *suit* the *gloomy habit* of my *soul*.'

Dispassionate sentences, and those, which are peculiarly tender, require an unemphatical utterance; as,

Where penury is felt the thought is chained,

And sweet colloquial pleasures are but few.'

The interjections O, ah, &c., and the interrogative pronouns and adverbs, who, which, what, how, when, why, &c., are always emphatical; as, *O the times! Who hath measured the waters in the hollow of his hand? How do you feel? When will they go? Why should he speak?*

Ease and euphony of speech generally forbid more than two feeble syllables in immediate succession. Hence a pronoun, a conjunction, or a preposition, which would otherwise be feeble, is sometimes raised to mesophony; as,

'And is the gospel *peace* and *love*!'

When, to make a deep impression, we repeat a sentence, we ought to increase the emphasis; and in a series of repetitions there should be a continuation of the same force from the second to the last.

'*Wo* unto you, Scribes and Pharisees, *hypocrites*! for ye shut up the kingdom of heaven against men; for ye neither go in yourselves, neither suffer ye them that are entering, to go in. *WO* unto you, Scribes and Pharisees, *HYPOCRITES*!'

## MODULATION.

The voice is often raised to a higher pitch by strong excitement, anger or joy. It is often deepened to a low pitch by sorrow, or rage. It is often loud in speaking to others at a distance or in uttering commands; and it is often suppressed almost to a whisper. Energy imparts a greater rapidity. Firmness renders the movement of the voice slow. The minor key or plaintive tone is used in grief. Sudden change of emotion demands peculiar powers of voice. These changes are sometimes gradually progressive, as louder and louder, softer, &c., &c. No rules for such changes nor for gestures can be given beyond the general direction, "Follow nature with due regard to propriety and taste."

The appended examples are intended for practice upon these suggestions, as to modulation as well as upon the other principles presented in these pages.

'Peace loves her little lamp to trim  
Around the couch of innocence.'

'Of the ten thousand battles, which have been fought; of all the fields, fertilized with carnage; of the banners, which have been bathed in blood; of the warriors, who have hoped, that they had risen from the field of conquest to a glory as bright and as durable, as the stars, how few that continue long to interest mankind!'

Holiness is ascribed to the Pope; majesty, to kings; serenity, or mildness of temper, to princes; excellence, or perfection, to ambassadors; grace, to archbishops; honor, to peers; worship, or venerable behavior, to magistrates; and reverence, which is of the same import as the former, to the inferior clergy.

When I behold a genius bright, and base,  
Of tow'ring talents and terrestrial aims;  
Methinks I see, as thrown from her high sphere,  
The glorious fragments of a soul immortal,  
With rubbish mixt and glittering in the dust.

'And the sweet whispers of his name  
Fill every gentler breeze of air.'

'What do these feeble Jews? Will they fortify themselves? That which they build, if a fox go up, he will even break down their stone wall.'

'Your guests we'll be,  
And well will pay the courtesy.  
Come, lead us where your lodging lies,  
Nay, soft! we mix not companies.'

'Sing to the Lord, ye distant lands.'—  
'Hear, O ye nations, hear it, O ye dead.'

'Howauteous are their feet,  
Who stand on Zion's hill;  
Who bring salvation on their tongues,  
And words of peace reveal!'

'How charming is their voice!  
How glad the tidings are!  
Zion, behold thy Saviour King,  
He reigns and triumphs here.'

'Alas the brittle clay,  
That built our bodies first!  
And every month, and every day,  
'Tis mouldering back to dust.'

'Love is the grace that keeps her power  
In the blest realms above;  
There faith and hope are known no more,  
But saints forever love.'

Carbureted hydrogen, the gas produced by the distillation of coal, is occasionally found in a natural state issuing from springs. An instance of this occurs at Fredonia, where it issues so abundantly that it is used in lighting the village with gas.

Beautiful farm-houses and extensive orchards greet you on every hand, while fertile meadows and green pastures with their lowing herds, form a picture of rural comfort, unsurpassed in any other section of our widely extended territory.

For myself I am sure that a different mother would have made me a different man. When a boy, I was too much like the self-willed, excitable Clarence; but the tenderness with which my mother always treated me, and the unimpassioned but earnest manner in which she reproved and corrected my faults, subdued my unruly temper.

My mother's voice! how oft doth creep  
Its cadence on my lonely hours,  
Like healing sent on wings of sleep,  
Or dew on the unconscious flowers.  
I might forget her melting prayer,  
While pleasure's pulses madly fly;  
But in the still, unbroken air,  
Her gentle tones come stealing by;  
And years of sin and manhood flee,  
And leave me at my mother's knee.

It seems to me that this is not the age for producing vast edifices mainly for show. Ours is too much the practical, the useful, the beneficial age, for such things.

St. Paul is the one grand and imposing monument it has been since its completion.—Millions have gazed in admiration up into its cloud-high dome and dwelt upon the natural panorama from the outer galleries, and millions will yet enjoy the same splendid spectacles.

Let no man ever think of a happiness distinct from the happiness of home. The gayest must have their languid, sick and solitary hours. The busiest men often relax their labor, and there must be some retreat for them where they may seek refreshment from the cares, and collect the spirits that disappointments frequently depress. They who live the most for the public, still live for the public but in a small part, and they are apt to find the public service a heavy burden, which encouragement, other than that of ambition, must furnish the strength to support.

Go to the work-shop and hear the homely satire, the keen and quick delineation of the sham and hypocrisy of our public men, the double-edged wit with which their professions of principle are shaved down until they stand exposed, gaunt, ridiculous, lazy selfishness; and the politician may learn, that all mankind are not fools; that when an emergency comes, and great things are at stake, the real must crowd down the plausible; the honest displace the dishonest; the noble man, true and unadorned, will shove the dishonored trickster to the wall.

"I love the grand old forest,  
Which for centuries has stood;  
And waved its lofty branches,  
Grandly in the solitude.  
My home is on its bosom,  
Where no human foot hath trod,  
My companion the wild blossom,  
And my trust in nature's God."

God made the family; every element of beauty and fitness of order and sweetness blending in its constitution, combined to evince his handiwork. He made it to be the nursery of the church—the school of morals—the home of happiness. Let no Christian think that his home responsibilities are met, unless the family of which he forms a part bears this image, and answers these divinely conceived ends.

Accustom a child, as soon as it can speak, to narrate his little experiences, his chapter of accidents; his griefs, his fears, his hopes; to communicate what he has noticed in the world without, and what he feels struggling in the world within. Anxious to have something to narrate, he will be induced to give attention to objects around him, and what is passing in the sphere of his instruction; and to observe and note events will become one of his first pleasures. This is the groundwork of a thoughtful character.

The bonnet proved just to my taste. It was a delicate white spring bonnet, with a neat trimming, and pleased my fancy wonderfully.

"The very thing," said I, the moment my eyes rested upon it.

"Do you want a box?" asked the milliner, after I had decided to take the bonnet.

"I have one," was my answer.

"O, very well. I will send the bonnet home in a box, and you can take it out."

"That will do."

"Shall I send it home this morning?"

"If you please."

"Very well. I'll see that it is done."

"Has any thing been sent home for me, Anna?"

"Och! yis indade, mum," was her answer,—"lots o' things."

"Lots of things!" said I, with manifest surprise; for I only remembered at the moment my direction to the milliner to send home my bonnet.

"Yis, indade!" responded the girl. "Lots. And the mon brought 'em on the funniest whale-barry ye iver seed."

"On a wheel-barrow!"

"Yis. And such a whale-barry! It had a whale on each side, and a cunnin' little whale in front, cocked 'way up intil the air, thet didn't touch nothin' at all—at all! There's no sich whale-barrys as thot same in Ireland, me leddy!"

"And what did you do with the lots of things brought on this wheel-barrow?" said I, now beginning to comprehend the girl.

"Put them on y'r bed, sure."

"On my bed?" I exclaimed, in consternation.

"Sure, and didn't I remember the last words ye spake till me? 'Anna,' says ye,—'Anna, if any thing is sent home for me, be sure till take it carefully up stairs and lay it on me bed.' And I did thot same. Sure, I couldn't have found a nicer place, if I had gone the house over."

Turning from the girl, I hurried up stairs.

It was as I had too good reason to fear. Such a sight as met my eyes! In the centre of my bed, with its snowy-white Marseilles covering, were piled "lots of things," and no mistake. Sugar, tea, cheese, coffee, soap, and various other articles not excepting a bottle of olive oil.

"A strong man will carry me over the mountains." These were almost the last words of a dear little boy, just five years and seven months old, who died a few weeks ago in the city of Boston. About the middle of the night in which he died, he saw something very beautiful, but which he could not well understand. He was much delighted with the vision; and his parents assured him that God had given him a glimpse of heaven. But they soon perceived that the vision was somewhat marred, by the appearance of *mountains* which he saw before him. Almost in a moment, however, after they were discovered, he exclaimed, "*A strong man will carry me over the mountains!*" Thus at once did the eye of Faith rest upon One that is mighty to save; and thus will it ever be with those who put their trust in the Lord. He then called the family around him, and asked each one to give him a kiss. He also entreated his father and mother to "*go up with him.*" About five minutes before he died, he called by name a young lady, who had been the constant attendant at his bed-side; and when she approached he threw his little arms around her neck, and made a great effort to raise her up with him. I know you will say—"O how I wish I had been there! how beautiful it must have been, to see that dear little angel trying to pull a mortal from the shore of time into the wide ocean of eternity." Yes, little reader, and I too wish you could have been there to see also the pious resignation of that mortal, as she looked upward, and seemed to say, "*Thy will be done.*" Of course she could not go up with him, as her time had not yet

come; so the little boy went without her, but only for a short time; for in a few days after the holy angels had taken him away and put him in Paradise, the young lady fell asleep in Jesus. During her illness she frequently alluded to the scene which had so recently occurred in the sick room of the dying child; and like him she carried the palm in triumph over death, bearing strong testimony to the truth of our holy religion. And while her friends are mourning over her body, which lies entombed by the side of the little boy she loved so dearly, her glorified spirit is united with his in singing the songs of the redeemed, where there shall be "no more death, neither sorrow nor crying, neither shall there be any more pain."

'I have not troubled Israel, but *thou* and thy *father's house*; in that ye have forsaken the *commandments* of the *Lord*.'

'Who shall not fear thee, O Lord, and glorify thy name? for *thou only art holy*.'

'Is not this great *Babylon* that I have built for the house of the kingdom, by the *might of my power*, and for the *honor of my majesty*?'

'An *angels arm*—*can't snatch me*—from the *grave*;  
*Legions of angels* can't *confine me there*.'

'Who does the best—his circumstance allows,  
Does *well*; acts *nobly*; *angels* could no more.'

All of whom received the same honorable interment from their country: not those only who *prevailed*, not those only who were *victorious*. And with reason. What was the part of gallant men they *all* performed; their success was such as the Supreme Director of the world dispensed to each.

'Is *heaven tremendous* in its *frowns*? *Most sure*;  
And in its *favours*—formidable too.  
Its favours here are *trials*, not *rewards*;  
A call to *duty*, not discharge from *care*.'

"Give death his due, the *wretched*, and the *old*;  
"Let him not violate kind *nature's laws*,  
"But own man born to *live* as well as *die*."  
Wretched and old thou *givest* him; young and gay  
He *takes*; and plunder is a tyrant's joy.

His joy supreme,  
To bid the *wretch* survive the *fortunate*;  
The *feeble* wrap the *athletic* in his shroud;  
And weeping *fathers* build their *children's* tomb.

'Come, Disappointment, come;  
Not in thy terrors clad;  
Come in thy meekest, saddest guise.

'Be gentle toward all men.'  
'Strive to enter in at the strait gate.'  
'Work out your own salvation with fear and trembling.'  
'Weep with those who weep.'

'Let the earth totter on her base,  
And clouds the heavens deform;  
Blow, all ye winds, from every place,  
And rush the final storm.'

'On this theme, my emotions are unutterable. If I could find words for them, if my powers bore any proportion to my zeal, I would swell my voice to such a note of remonstrance, as should reach every log-house beyond the mountains.'

'Though I speak with the tongues of men and angels, and have not charity, I am become as sounding brass and a tinkling cymbal.'

'Had I the tongues of Greeks and Jews,  
And nobler speech than angels use,  
If love be absent, I am found,  
Like tinkling brass, an empty sound.'

'Behold, the lofty sky—  
Declares its maker God.'

'Ask of thy mother earth why oaks are made—  
Taller or stronger than the weeds they shade.'

The suffering and the fatigue of the journey had destroyed a usually very good appetite, and thinking an acid might restore it in part, I ate a large pickled cucumber; I knew from previous experience its effect, but such a curious compound is human nature, I must again try the tempting bait; and dearly did I pay back in penitence for my folly. The night that succeeded was not one of pleasant dreams and delicious visions.

The docks of London are indeed magnificent structures—but we have better ones at New York which cost just nothing at all, and with all the cost and solidity and show London would be very glad to exchange with us. New York and most of the other cities of America, can scarcely realize the great natural advantages they possess over the old European sea ports.

Tired! but you must not be tired, Cherry. Consider that this is our father's birth-day, and we have a great deal to do! to make his room into a bower with these green branches and honey-suckles. Oh, it will be beautiful, with roses here and there, in garlands; and then we must make nosegays for papa and mamma, and aunts, and have a green bough for every house in the village. Oh! Cherry, indeed you must not say you are tired.

"O dear!" said I to Mr. Smith one morning, as we arose from the breakfast-table, at which we had been partaking of rather a badly cooked meal,—“more trouble in prospect.”

“What's the matter now?” asked Mr. Smith, with a certain emphasis on the word “now” that didn't sound just agreeable to my ears.

“Oh, nothing! nothing!” I answered, with as much indifference of manner as I could assume.

“You spoke of trouble,” said he, kindly, “and trouble, in my experience, is rather more tangible than ‘nothings.’”

“I've another raw Irish girl in the kitchen, who, according to her own confession, hasn't been above ten days in the country. Isn't that enough?”

“I should think so. But, why, in the name of goodness, did you take another of these green islanders into your house?”

“It's easy enough to ask questions, Mr. Smith,” said I, a little fretfully; “but—” I checked myself. We looked at each other, smiled, and—said no more on the subject.

Ingenious lawyers have, many a time, had their sophistry detected by this stern judge in such a manner as to leave no hope in their minds that the jury would place much reliance in what they had said, and they have been heard to say that the judge might as well *instruct* the jury as to the verdict they must render, as to say in his charge what he oftentimes did.

Upon one occasion a man was brought before the court charged with house-breaking and horse-stealing, and having no counsel, Seth May volunteered his services. The trial proceeded, and the charges were fully proved. The defendant, offering no evidence, the judge asked Mr. May if he wished to say any thing in behalf of the prisoner.

“Merely,” replied Mr. May, with mock solemnity, “that your Honor would *instruct* the jury that he is not guilty.”

Our road over this “hill country” was as devious and crooked as the politicians' way to office, and thinking, like them, perhaps, by some bold maneuver, to shorten our way, we turned abruptly from the main road, into a grand old forest, to try one's skill at “cutting off corners” by going across.

Seven years in childhood's sport and play,  
 Seven years in school from day to day,  
 Seven years at a trade or college life,  
 Seven years to find a place and wife,  
 Seven years to pleasure's follies given,  
 Seven years to business hardly driven,  
 Seven years for some, a wild-goose chase,  
 Seven years for wealth, a bootless race,  
 Seven years for hoarding for your heir,  
 Seven years in weakness spent and care,  
 Then die and go—you *should* know where.

"Died on the 11th ultimo, at his shop on Fleet street, Mr. Edward Jones, much respected by all who knew and dealt with him. As a man, he was amiable, and as a hatter upright and moderate. His virtues were beyond all price, and his beaver hats were only twenty-four shillings each. He has left a widow to deplore his loss, and a large stock to be sold cheap for the benefit of his family. He was snatched to the other world in the prime of life, and just as he had concluded an extensive purchase of left off bonnets, which he got so cheap that the widow can supply bonnets at a more reasonable charge than any other house in London. His disconsolate family will carry on the business with punctuality."

"There be many that say, who will show us any good?" "We will," reply 'all Seasons and their change.' 'I will,' says the Morning; 'when I come forth with face shining as if fresh from the presence of God, I have healthy breezes and pleasant songs.' 'And I will,' says the Evening; 'when with serious joy I go away into the darkness as one returning to God, to rest with him, and bring to him my works. My heavens, serene and sublime, shall be over thee as his wing.' 'And I will,' says the Summer; 'I am happy, and fruitful, and rich.' 'And I will,' says the Winter; 'I have beauty of the snow, and cheerfulness of home-fires.'"

A gentleman of the name of Man, residing near a mad-house, met one of its poor inhabitants, who had broken from his keeper. The maniac suddenly stopped, and, resting upon a large stick, exclaimed, 'Who are you, Sir?' The gentleman was rather alarmed, but thinking to direct his attention by a pun, replied, 'I am a double man; I am Man by name and man by nature.' 'Are you so?' replied the other; 'why, I am a man beside myself, so we two will fight you two.' He then knocked down poor Man, and ran away.

I had a dream, which was not all a dream,  
 The bright sun was extinguished; and the stars  
 Did wander darkling in the eternal space,  
 Rayless, and pathless; and the icy earth  
 Swung blind and blackening in the moonless air.

The English Russet contains less water and more dry matter than any of the other sorts. This is doubtless the reason why this variety is so hard to freeze. The Talman Sweeting contains more, the Greening still more, and the Kilham Hill most of all; ranging in all these from seventy-nine to eighty-six per cent. A fresh potato contains about as much water as the Russet. These results show the reason that apples, when manufactured into cider, produce nearly their whole bulk of juice; a fact which has often puzzled many who merely regarded the solid nature of the fruit.

The newer the country the more hospitable the people are. Where houses are as far apart as countries, a stranger is as welcome as a newspaper, and is commonly used as one. The moment he arrives he is "put to press," and what is more, kept there till all the news that has happened for the last six months is thoroughly squeezed out of him, and bottled up for future use. A man that tells a good murder story, could travel from one end of Indiana to another, without its costing him the first red cent.

The scenery is beautiful all around us, we have high mountains, covered with heavy forests, filled with choice game, and streams, and ponds where are caught every variety of fish, usually found in our country streams. It is also a good location, with immense water power, and bids fair to do a very extensive business.

Thou who did'st put to flight  
 Primeval silence, when the morning stars,  
 Exulting, shouted o'er the rising ball;  
 O Thou, whose word from solid darkness struck  
 That spark, the sun, strike wisdom from my soul!

On the sides of the most barren and sterile slopes, growing in apparently pure banks of sand, I have found some of the most beautiful and complex productions of nature—a delicate species of the *Cassia* trails out its arms to the distance of several feet from the root; its briers and leaves minutely and exquisitely formed; its stem rising out four or five inches from the ground, the whole being much the most sensitive of any of which I have any knowledge; on the slightest irritation at the root of one of its branches every leaf will collapse, and on touching the extremity of one of its leaves the plants will droop and fall down for several inches towards the root. It bears a small purple flower, emitting a sweet odor.

Bright and delicate colors are naturally agreeable to the eye, and conducive to cheerfulness; so much so that many persons, not willing to prolong the pain of sorrow, dislike to wear mourning, simply because of its influence on the spirits. To natures thus impressive, any dark uniformity of dress is unpleasant; they do not like even to invite guests who will be sure to come in gloomy colors. Bright tints are the natural symbols of joy, hope, gayety; and the susceptible love none other. Their sensitiveness confesses the need of these among other defenses against the insidious, creeping gloom of life, which ever threatens us, as the sands of Egypt every open space left unguarded.

There are two kinds of bores—the chronic and the acute. One annoys you with the "Revolution," and the other with "the wrongs connected with the social system." The former can tell to a fraction the number of bayonets lost at Yorktown, while the latter knows to a single rag what composes the wardrobe of every "oppressed laborer" in the land. Of the two bores the acute is the most tedious, and for this reason that he knows the most.

"If the day of your embarkation be fair, take a long, earnest gaze at the sun, so that you will know him again when you return. They have something they call the sun over here which they show occasionally, but it looks more like a boiled turnip than it does like its American namesake."

The bell strikes one. We take no note of time,  
 But from its loss: to give it then, a tongue,  
 Is wise in man. As if an angel spoke  
 I feel the solemn sound. If heard aright,  
 It is the knell of my departed hours.  
 Where are they?—With the years beyond the flood.

If you would keep pure the heart of your child, and make his youth innocent and happy, surround him with objects of interest and beauty at home.

If you would prevent a restless spirit; if you would save him from that lowest species of idolatry, "the love of money," and teach him to love what is lovely, adorn your dwellings, your places of worship, your school-houses, your streets and public squares, with trees, and hedges, and lawns and flowers, so that his heart may early and ever be impressed with the love of Him who made them all.

It is well known that in domestic economy, good housekeepers do actually derive this incidental advantage from a day of rest through the week:—One day is devoted to washing; one to ironing; one to cleaning house; one to mending; one to baking; so that by Saturday night, every thing is brought to a comely state. None of these things are left for the approaching week. Everything is arranged and in order, as if she did not expect to live another week. Men should do the same on their farms. If they did they would thrive and prosper.

Her figure, however, being rather corpulent, the weight of her whole body no sooner rested on one side of the oscillating couch, than the whole apparatus slid from under her, and she was suddenly plunged down on the corner of the temporary toilet-table. Fortunately for the good lady, the top of the artificial wash-hand-stand consisted of a board merely laid across the head of a barrel; so that immediately she touched the rickety arrangement, the board, basin and pitcher were all tilted forward, and the entire contents emptied full into her face, as she fell to the ground.

But the artizan is not a perfect man. Oh! no. His chief fault is, that when he sees one star very clearly, he's apt to look so long and so hard at it, as to forget that there are other stars in heaven beside his own discovered one. What he does see he sees clearly, and it is worth seeing; but assuredly he errs whenever he declines looking elsewhere than in his own direction.

The whole exhibition is of course an enlarged American Institute fair—a wilderness of rare and common, useful and ornamental, natural and artificial products. Turkey, Egypt, Syria, China, Africa, Chili, Greece, Mexico, Persia, Peru, Society Islands, etc., are among the parts of the world represented both by inhabitants and products.

Paganini's compositions have great merit. His concerts are distinguished by novelty in the ideas, elegance in the forms, richness in the harmony, and variety in the effects of instrumentation. Only five genuine works of his were published in his life-time. Several spurious ones under his name are mercantile frauds.

I want to tell you a secret. The way to make yourself pleasing to others is to show that you care for them. The world is like the Miller of Mansfield who cared for nobody—no not he—because nobody cared for him. And the whole world will serve you so if you give them the same cause.

I've seen the moon climb the mountain's brow,  
I've watched the mists o'er the river stealing,—  
But ne'er did I feel in my breast, till now,  
So deep, so calm, and so holy a feeling:—  
'Tis soft as the thrill which memory throws  
Athwart the soul, in the hour of repose.

The Jewel room, though scarcely ten feet square, possesses great attraction to those who delight in precious stones. In the centre of that room, in a well guarded cage, is to be seen, not touched, the new Imperial crown made up of the choice bits of treasure used by kings and queens gone by—the sceptres—the golden orbs—the baptismal font—the sacramental plate, and many other insignia of royalty, the precise uses of which it would puzzle a simple republican to describe.

Come with us for a moment, and view that widowed mother, with a family of young and helpless children—receiving as all females do, a very insufficient remuneration for her utmost exertions—how can she ever realize more than a mere pittance for the passing moment?—how can she give to her children that training and instruction which they so much need? For often is she obliged to let them wander in the streets, seeking that food which she cannot procure for them—thus acquiring habits of idleness, and becoming the associates of the profane and vicious. Does not an Asylum which opens its doors to such children, affording them food and clothing, and means of moral and religious culture, deserve the support of the Christian and philanthropist? Or view that mother, who having toiled and wept and prayed for her children, is about leaving them to the tender mercies of a drunken, dissolute father; to be dragged down with himself to the depths of pollution and of sin. Is not that Asylum which, by receiving such children, sheds light and hope upon that mother's dying hour, worthy the support of every one who carries within him a parent's heart?

## TEACHERS' INSTITUTES FOR 1851.

A Teachers' Institute is hereby appointed—

For Litchfield County, at New Preston, Tuesday, Oct. 7th.			
" Tolland	"	" Stafford, ( <i>Furnace Village</i> ),	Tuesday, Oct. 7th.
" New London	"	" Colchester,	Tuesday, Oct. 14th.
" New Haven	"	" Naugatuck	" " "
" Fairfield	"	" Norwalk,	Tuesday, Oct. 21st.
" Middlesex	"	" Saybrook, ( <i>Essex</i> ),	Tuesday, Oct. 21st.
" Hartford	"	" Glastenbury,	Tuesday, Oct. 25th.
" Windham	"	" Ashford,	" " "

The exercises of each Institute will commence at 9 o'clock, A. M., of the day for which it is appointed, and close on the Friday evening following.

An address will be delivered on the Monday evening preceding the opening of each Institute, on the "Condition and Improvement of the Common Schools of Connecticut," at which school officers and friends of education generally in the county, are invited to be present.

Board will be provided gratuitously for all who attend on Monday evening or enroll themselves as members of an Institute on Tuesday.

It is particularly desired that teachers will be present on the evening preceding the opening of the Institute.

Teachers are requested to bring with them a memorandum of such topics as to the classification, government and instruction of schools, as they would like to have discussed during the exercises of the Institute.

HENRY BARNARD,

*Superintendent of Common Schools.*

HARTFORD, Aug. 26th, 1851.

### TEACHER'S RETURN, NO. 1.

Every member of the Teachers' Institute, at is respectfully requested to communicate information in the particulars specified below, and thus oblige

HENRY BARNARD,

*Superintendent of Common Schools.*

- 1 Name, (in full.)
- 2 Post Office Address.
- 3 Place of Birth.
- 4 Place of Residence.
- 5 Opportunities of Education beyond those of a District School.
- 6 Have you been engaged in teaching the past summer?
- 7 Number of terms, or years of experience in teaching.
- 8 What proportion of each year have you found employment in teaching?
- 9 The lowest and highest rate of compensation, *in money*, received.
- 10 How many of these terms, or years, was you required to "board round?"
- 11 What do you think of the practice of requiring teachers to "board round?"
- 12 Name of District, and Society, in which you are engaged to teach the coming winter.
- 13 If not now engaged, specify the kind of school you are desirous to take, and the lowest rate of compensation at which you are willing to engage.
- 14 Name of the Society, and District, in which you last taught a Common School.
- 15 Names of individuals to whom you are willing to make reference as to your moral character, ability to teach and govern a school.
- 16 Do you desire to make teaching a business for life?
- 17 What book or books on education, or the theory and practice of teaching, have you read?
- 18 What book or books on Education do you own?
- 19 Do you take any Educational Periodical?

## FORM OF DISTRICT RETURN, NO. 2.

The following Form of District Return will indicate the items of information which the Superintendent would be glad to procure from each school district, in order to form a reliable opinion as to the actual condition and relative standing of every school. The Teacher or District Committee will greatly oblige the Superintendent by filling the blank as fully as practicable, and return the same by mail to his office at Hartford.

**RETURN respecting the Public Schools in District No.***for Term commencing***18 and ending****18****I.—NAME, SIZE, POPULATION AND PECUNIARY RESOURCES OF THE DISTRICT.****Local or neighborhood name,****Territorial extent or size of district, length****breadth****Number of families residing in district**

"	"	engaged in agriculture	trade or shop-keeping	mechanic shops
"	"	" factories or mills	navigation	
"	"	" clergymen	lawyers	physicians

**Number of inhabitants of all ages****Do. between 5 and 15****" Voters****Do. tax-paying Voters****Amount of State and Town money actually expended during the present year****" of valuation of taxable property, in the district,****" money raised by tax during the present year, on property of district, to purchase or build school-house, site, &c.****" to repair or furnish old house,****" to purchase maps, globes, and other apparatus,****" to purchase library,****" for wages of teachers, for teacher's board, for fuel,****Aggregate amount of money raised by tax on the property of the district, during the year, for all purposes,****Aggregate amount raised by rate, or tuition-bill, for teacher's wages and board, fuel, and other purposes, during the year,****Amount given by individuals for any purpose during the year,****Amount received from income of any land or fund, during the year,****Aggregate amount of money expended for all purposes for the school year, ending****II.—SCHOOL-HOUSE.****Place where the School is kept—in school-house,****in building built or used for other purposes,****Date when the school-house was built,****first cost,****When last thoroughly repaired,****and at what expense,**

# FORM OF DISTRICT RETURN.

27

By whom now owned, by district	proprietors,
Furnished with a suitable play-ground	and out building
Material and condition of the building—material	condition, (good, ordinary, bad,)
Provided with scraper, mat,	water-pail and cup, sink, basin, and towel,
" " old broom, for feet,	pegs, hooks, or shelves, broom and dust-brush,
Number of school-rooms, and size of each,	length, width, height,
Arrangements for desks,	
" seats,	
" ventilation,	
" warming,	
Provided with wood-shed, or shelter for fuel,	shovel and tongs, &c. thermometer,
Provided with bell, with globe,	with clock, hand-bell for teacher.
Do. with blackboard, the size, (if any,)	Do. with map of Connecticut,
Do. with outline maps,	Do. with geometrical solids.

## III.—ATTENDANCE, LENGTH OF SCHOOL TERM.

No. of families who sent children to the School—belonging to District,  
 Do. " " from out of the District,  
 No. of scholars, of all ages, registered during term—belonging to District, boys, girls,  
 Do. " " from out of the District, boys, girls,  
 No. of scholars over 15 years of age, boys, girls, Do. under 5 years, boys, girls,  
 Length of School-term in half days, weeks, months, (4 weeks.)  
 No. of scholars who attended *three fourths* of the term and more, *one half*,  
 Do. " " *less than one half* *less than one fourth*,  
 Average daily attendance of the School during the term,  
 No. of scholars belonging to the District who attended school in other districts, or towns,  
 No. of children, over 4 and under 16 years of age, who attended no school, public or private, during the term.

## IV.—STUDIES AND CLASSES.

No. of scholars who commenced this term in Alphabet,  
 Do. who attended during the whole term to Primer or Spelling-Book, exclusively,  
 No. of scholars in Spelling, (not including scholars in Spelling-Book exclusively, No. of classes in  
 No. of scholars in Reading, (not including scholars in Spelling-Book,) No. of classes in,  
 No. of scholars in Geography, No. of classes in, No. who draw maps,  
 No. of scholars in Grammar, No. of classes in,  
 No. of scholars in History of the United States, No. of classes in,  
 No. of scholars in General History, No. of classes in,  
 No. of scholars in Etymology, or analysis of language, No. of classes in,  
 No. of scholars in Definitions, No. of classes in,

No. of scholars in Mental Arithmetic,	No. of classes in,
No. of scholars in Written Arithmetic,	No. of classes in,
No. of scholars attending to Penmanship,	No. of classes in,
No. of scholars in Book-Keeping,	No. of classes in,
No. of scholars in Algebra,	No. of classes in,
No. of scholars in Geometry,	No. of classes in,
No. of scholars in Natural Philosophy,	No. of classes in,
No. of scholars in Physiology,	No. of classes in,
No. of scholars attending to Drawing,	Do. Composition,
Do. " Declamation,	Do. who engage in Vocal Music,
No. of scholars in other studies, specifying the same,	
No. of scholars <i>not</i> provided with all books necessary in the studies pursued by them,	
Do. <i>not</i> provided with a slate,	

## V.—BOOKS.

Name of each kind of Text-Book used in the School, and the number of copies of each kind,

Dictionary,

Primer,

Spelling-Book,

Reading,

Penmanship and Book-Keeping,

Mental Arithmetic,

Written Arithmetic

Geography,

Grammar,

History,

Other studies,

## VI.—TEACHER.

Name and age of teacher,

Place (*town and state*), of birth,

Do. do. do. residence,

Date of certificate, and by whom signed,

Number of terms, or years of experience as a teacher in any school,

Do.

do.

in this school before the present term,

## FORM OF DISTRICT RETURN.

29

Compensation per month, in money.      Aggregate amount in money for term,  
Is the teacher boarded by the District, in addition to his money wages?

Or, does he board himself out of his wages?

Arrangement for board—board round      At one place,

If boarded by District, the amount paid, in money, for board,

## VII.—SUPERVISION, OR VISITATION.

Number of visits from District Committee,      From School Visitors,

Do.      from Acting Visitor,

from Parents and others, (*not school officers*.)

## VIII.—PRIVATE SCHOOLS, LYCEUMS, &c.

Number and grade of Private or Select School kept in the District during the term,

Number of pupils attending,      Rate of Tuition per term,

Name of any Lyceum, Debating Society, or Library, with date of establishment, number of members, books, &c.

## IX.—NAMES OF OFFICERS OF THE DISTRICT.

District Committee,

Clerk,

Treasurer,

Collector,

## LECTURES AND DISCUSSIONS ON THE CONDITION AND IMPROVEMENT OF COMMON SCHOOLS IN CONNECTICUT.

THE Superintendent of Common Schools will arrange for at least one lecture, on topics connected with the organization, classification, instruction and discipline of Common Schools, in each of the 217 School Societies in the State, in the course of the next four months, *on condition that the Acting School Visitor, or some friend of school improvement in each society will make all the preliminary arrangements for a public meeting of teachers, school officers and parents, especially the mothers of children at school.* These arrangements must include a suitable hall or church for the lecture, a notice of the time and place of meeting through the schools and in other modes, and a notice to the Superintendent that these things have been attended to, at least one week previous to the time of meeting.

All topics not directly connected with the condition and improvement of common schools, will be excluded from the lectures. All statements and views presented in the lecture, will at each meeting be open to a free and full discussion, in which any citizen of the State is invited to take part.

## TOPICS

FOR

### DISCUSSION AND COMPOSITION ON THE THEORY AND PRACTICE OF EDUCATION.

1. The daily preparation which the teacher should bring to the school-room.
2. The circumstances which make a teacher happy in school.
3. The requisites of success in teaching.
4. Causes of failure in teaching.
5. The course to be pursued in organizing a school.
6. The order of exercises or programme of recitations.
7. The policy of promulgating a code of rules for the government of a school.
8. The keeping of registers of attendance and progress.
9. The duties of the teacher to the parents of the children and to school-officers.
10. The opening and closing exercises of a school.
11. Moral and religious instruction and influence generally.
12. The best use of the Bible or Testament in school.
13. Modes of promoting a love of truth, honesty, benevolence, and other virtues among children.
14. Modes of promoting obedience to parents, respectful demeanor to elders, and general submission to authority.
15. Modes of securing cleanliness of person and neatness of dress, respect for the school-room, courtesy of tone and language to companions, and gentleness of manners.
16. Modes of preserving the school-house and appurtenances from injury and defacement.
17. Length and frequency of recess.
18. The games, and modes of exercise and recreation to be encouraged during the recess, and at intermission.
19. Modes of preventing tardiness, and securing the regular attendance of children at school.
20. Causes by which the health and constitution of children at school are impaired, and the best ways of counteracting the same.
21. The government of a school generally.
22. The use and abuse of corporal punishment.
23. The establishment of the teacher's authority in the school.
24. Manner of treating stubborn and refractory children, and the policy of dismissing the same from school.
25. Prizes and rewards.
26. The use and abuse of emulation.
27. Modes of interesting and bringing forward dull, or backward scholars.
28. Modes of preventing whispering, and communication between scholars in school.
29. Manner of conducting recitations generally; and how to prevent or detect imperfect lessons.
30. Methods of teaching, with illustrations of each, viz :
  - a. Monitorial.
  - b. Individual.
  - c. Simultaneous.
  - d. Mixed.
  - e. Interrogative.
  - f. Explanative.
  - g. Elliptical.
  - h. Synthetical.
  - i. Analytical.
31. Modes of having all the children of a school (composed as most District schools are, of children of all ages, and in a great variety of studies,) at all times something to do, and a motive for doing it.

32. Methods of teaching the several studies usually introduced into public schools—such as—

- a. The use, and nature, and formation of numbers.
- b. Mental Arithmetic.
- c. Written Arithmetic.
- d. Spelling.
- e. Reading.
- f. Grammar—including conversation, composition, analysis of sentences, parsing, &c.
- g. Geography—including map-drawing, use of outline maps, atlas, globes, &c.
- h. Drawing—with special reference to the employment of young children, and as preliminary to penmanship.
- i. Penmanship.
- j. Vocal music.
- k. Physiology—so far at least as the health of children and teacher in the school-room is concerned.

33. The apparatus and means of visible illustration, necessary for the schools of different grades.

34. The development and cultivation of observation, attention, memory, association, conception, imagination, &c.

35. Modes of inspiring scholars with enthusiasm in study, and cultivating habits of self-reliance.

36. Modes of cultivating the power and habit of attention and study.

37. Anecdotes of occurrences in the school, brought forward with a view to form right principles of moral training and intellectual development.

38. Lessons, on real objects, and the practical pursuits of life.

39. Topics and times for introducing oral instruction, and the use of lectures generally.

40. Manner of imparting collateral and incidental knowledge.

41. The formation of museums and collections of plants, minerals, &c.

42. Exchange of specimens of penmanship, map and other drawings, minerals, plants, &c., between the different schools of a town, or of different towns.

43. School examinations generally.

44. How far committees should conduct the examination.

45. Mode of conducting an examination by written questions and answers.

46. School celebrations, and excursions of the school, or a portion of the scholars, to objects of interest in the neighborhood.

47. Length and frequency of vacations.

48. Books and periodicals on education, schools and school systems.

49. Principles to be regarded in the construction of a school-house for schools of different grades.

50. Principles on which text-books in the several elementary studies should be composed.

51. The use of printed questions in text-books.

52. The private studies of a teacher.

53. The visiting of each other's schools.

54. The peculiar difficulties and encouragements of each teacher, in respect to school-house, attendance, supply of books, apparatus, parental interest and co-operation, support by committees, &c., &c.

55. The practicability of organizing an association of the mothers and females generally of a district or town, to visit schools, or of their doing so without any special organization.

56. Plan for the organization, course of instruction, and management generally of a Teachers Institute.

57. Advantages of an Association or Conference of the Teachers of a Town or State, and the best plan of organizing and conducting the same.

58. Plan of a Normal School or Seminary, for the training of Teachers for Common or Public Schools.

## TRUSTEES OF THE STATE NORMAL SCHOOL.

There will be a meeting of the Board of Trustees of the State Normal School at New Britain on Monday, September 30th, at 2 o'clock P. M.

By direction of the President.

HENRY BARNARD, *Secretary*.

HARTFORD, September 15th, 1851.

## STATE TEACHERS' ASSOCIATION.

The State Teachers' Association will hold its annual meeting for 1851 at New Britain, in the Hall of the State Normal School, on Monday, September 29th, at two o'clock, P. M.

Arrangements have been made for the following exercises on Monday afternoon and evening.

At 2½ P. M. Remarks by the State Superintendent of Common Schools. "On the Life, Character, and Educational Services of Rev. Thomas H. Gallaudet."

At 3½ P. M. Lecture by Rev. Horace Hooker, of Hartford, on "Spelling—its instruments, principles and methods."

At 5 P. M. Choice of officers and other business.

At 6½ P. M. Lecture by Collins Stone, Professor in American Asylum for the Deaf and Dumb, on "Adaptation in Teaching."

At 7½ P. M. Lecture by William S. Baker, Principal of North Middle School, Hartford, on "Modes of interesting Parents in the Improvement of Schools."

The principles of each lecture will be free for discussion immediately after its delivery.

HENRY BARNARD, *President*.

D. N. CAMP, *Secretary*.

NEW BRITAIN, September 3, 1851.

## ANNIVERSARY EXERCISES AT NEW BRITAIN.

THE semi-annual examination and exhibition of the State Normal School, and Schools of Practice connected therewith, will take place on Tuesday, September 30, and Wednesday, October 1. The following are among the literary exercises of the occasion:

On Sunday evening, September 28, Rev. T. D. P. Stone will deliver a discourse to the graduating class of Teachers, in the South Congregational Church.

On Monday afternoon, Mr. Barnard will give an introductory address before the State Teachers' Association, on the "Life, Character, and Educational Services of Rev. Thomas H. Gallaudet." On the same day lectures will be given by Rev. Horace Hooker, Professor Collins Stone, and Mr. William S. Baker.

On Tuesday evening, an address by Rev. R. Turnbull, of Hartford, and a Poem, by Rev. S. Dryden Phelps, of New Haven, will be delivered before the Gallaudet and Barnard Societies.

Wednesday afternoon will be devoted to orations, dialogues and compositions, by members of the graduating class.

The friends of education, generally, in the State, are invited to be present.

T. D. P. STONE, *Associate Principal*.